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Report

Guidelines for a Successful Farmer to Farmer Program

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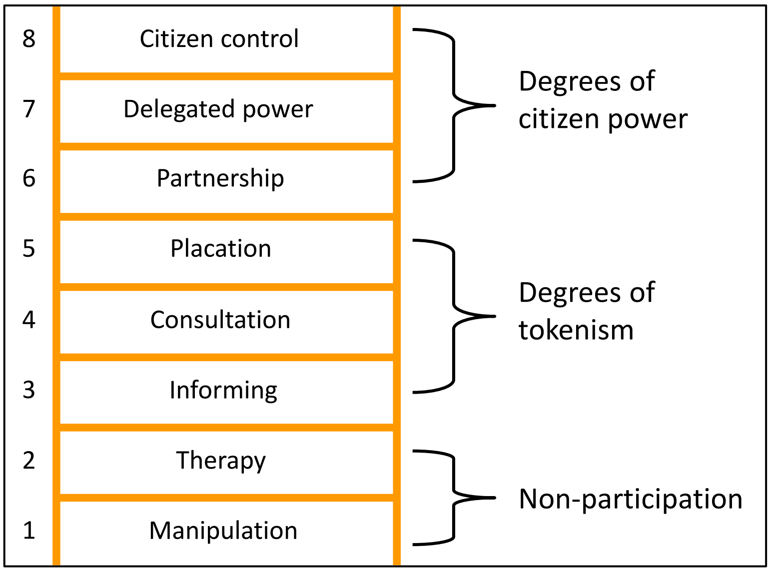
1 Principles Underlying a Successful F2F Program

1.1 Background

These guidelines have been developed for use in Indonesia for those interested in designing and implementing effective, affordable, appropriate and sustainable Farmer to Farmer (F2F) learning and adoption programs. Successful F2F programs rely on the application of participatory and adult learning principles and use farmers as a key source of information. This section includes an overview of some of these issues.

1.2 Philosophical principles

Participation can mean different things to different people, so a good understanding of what is meant by participation in the context of F2F programs is important. Arnstein (1969) was one of the first to develop a typology of participation, which he called a ladder of participation (Figure 1). In the lower rungs, people's involvement or power is non-existent, while in the upper rungs people have a large, even a majority say in the planning or running of programs. Participation in the F2F context should involve at least a partnership level of participation by the farmers or chain actors who are involved in the program. A partnership level involves participants being able to negotiate and engage with their partners on an equal level.



Source: Arnstein 1969, p. 217.

Figure 1. Ladder of participation

Another key feature of F2F programs is the application of adult learning principles, sometimes referred to as andragogy, versus the application of teaching principles, sometimes referred to as pedagogy. The key characteristics of adult learners include:

- Expect to be in control and have choices in the direction of the learning process;
- Are interested in practical points to assist with life;
- Expect it to be practical and valuable because takes time and money;
- Individualistic and vary in experience, points of view and needs;

- Methods of learning vary from one to another;
- Attitudes and experiences colour expectations;
- Learn through discussion with friends & neighbours.

The last point links directly to the key feature of F2F learning - farmers attribute a high value to information sourced from other farmers. Thus, the role of an extension worker or institution working with the group is that of a partner, helper or facilitator of the learning process, rather than the provider of information. The key focus is on what the group members wish to learn and how they would like to go about learning. This is very different from a transfer of technology approach in which the extension officer of institution decides what the groups' needs are and designs a series of trainings or extension activities with little involvement of the participants. This type of approach fails to be true F2F because, at best it probably only reaches the informing (rung 3) or consultation (rung 4) level on Arnestein's ladder.

1.3 Key design principles necessary for success

The F2F learning workshop conducted at the beginning of this project (Collins Higgins Consulting Group, 2014) identified some key design principles necessary for the success of F2F learning programs including:

- Activities must be system and region specific;
- Need to identify, select and establish collaborative arrangements with key stakeholders;
- Must have mutual, tangible benefits to all involved – farmers, lead institution, participating stakeholders;
- Exit strategy at start;
- Scaling out/up strategy for process and technologies for farmers early in process;
- Must be at least functional participation level;
- Utilise adult learning principles;
- Ensure have adequate number of trained facilitators and access to sources of adequate technical knowledge.

1.4 Steps involved in the design and implementation of F2F groups

The steps required to design and implement a F2F program, will necessarily vary with the context of the situation. These guidelines provide an overview of a series of phases and steps that attempts to cover a wide range of contexts, so the reader should decide for themselves which of the steps is relevant to their particular context (Figure 2).

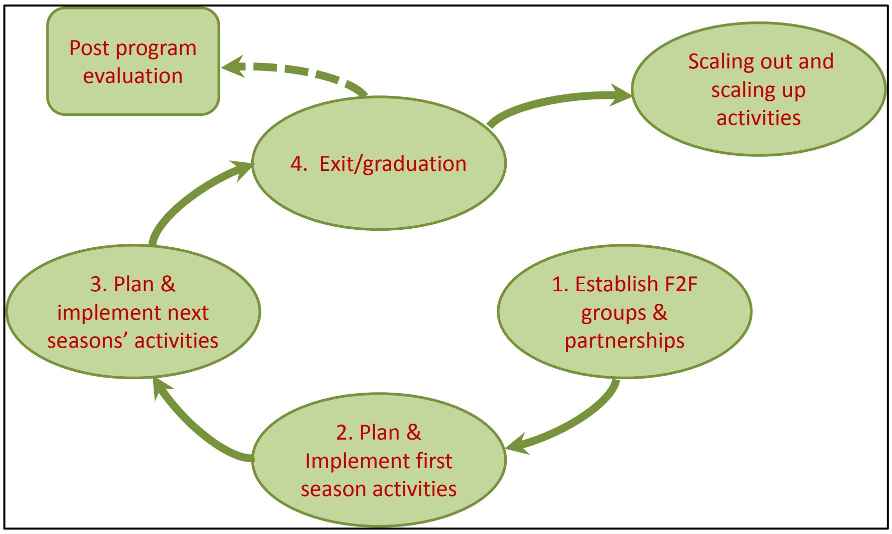


Figure 2. Phases in the F2F process

However, if we are to distinguish it from transfer of technology approach it must incorporate participatory and adult learning principles and allow farmers to learn from other farmers, with subject matter specialists participating in this process rather than being the main source of information.

2 Establishing F2F Groups and Partnerships

The first phase in the F2F process involves selecting and establishing suitable F2F groups and developing relationships with appropriate partners who will assist with the process. A series of F2F learning activities with agricultural groups involves a considerable investment in time and resources, particularly if the objective is to use the outcomes from these groups with a broader audience. Therefore, it is important that the groups chosen to be involved in the process are suitable and that appropriate partners can be identified who will assist with the delivery of the activities and processes.

2.1 Site selection and partnership building

The sites selected for F2F activities will most likely be chosen based on: the objectives of the particular project or organisation facilitating the process, including the commodities of the project; the potential communities that are consistent with these objectives; groups of farmers who are interested in participating; the location and preferences of preferred partners for the process; and recommendations of stakeholders.

2.1.1 Initial contact and assessment criteria

Some of the initial considerations involved will consist of:

- Are there existing groups of willing farmers or chain actors who are likely to be suitable and are consistent with your institutions and project's objectives? It is preferable if these groups request assistance, although you will have to promote this for it to occur.
- Ideally the group should consist of between 12 to 20 households or businesses as too few is inefficient and to many makes it difficult for members to be involved. The group must be prepared to make a contribution to the conduct of the activities in cash or in-kind. They should definitely not be paid to attend.

- Are the social conditions favourable? This includes the site must being accessible and the community peaceful.
- Are there suitable potential partners who are interested in participating and have the resources to participate in the process? Depending on the context potential partners could include:
  - Willing local extension services, either private or public (e.g. DINAS or local VEW). These may be necessary if some issues are outside the facilitating organisations areas of expertise or focus, but also to facilitate the exit strategy.
  - Willing private sector partners – e.g. chemical companies, seed companies, processors, supermarkets.
  - Provincial government and LGU institutions willing to participate or be involved. Who depends on context, but BPTPs and provincial DINAS may be partners for some programs.
  - Microfinance institutions or banks if finance will be a necessary component to ensure success.
  - NRM organisations if the activities if these could be beneficial or if these organisations have an existing on-ground presence.

2.1.2 Preliminary visit and investigations

Initially, undertake a preliminary visit and investigation to assess the situation and gather data to decide if the site and group meet the criteria for a F2F program to proceed. The activities to be conducted could include:

1. Conduct a simple Rapid Area Assessment including issues such as: physical resources, community profile, infrastructure, business services for smallholder farmers, other potential partners (see 0)
2. Discuss with the potential farmer/chain actor group (preferably, but leaders if this is not possible) about how you might be able to assist them and what will be required of them. Stress:
   - they need to contribute;
   - the participatory and capacity development nature (human and social) of the process;
   - the focus will be on producing to meet a market and hence improving economic returns (and/or to improve nutritional and health outcomes perhaps for some projects);
   - what products/industries they wish to focus; and
   - with them draw a diagram of their current supply chains and discuss issues along that chain.
3. Draw a diagram of the current and possible improved supply/value chains for the group. Once again, the necessity and type will depend on context.
4. Reassess their suitability using the criteria in 2.1.1.

2.1.3 Build partnerships with institutions and organisations

It is important to identify, describe and establish links with institutions that are likely to be helpful in the establishment, running, exit strategy and scaling up or out of the F2F activities. This will include:

1. Identify relevant institutions and organisations. This can be conducted as part of the Rapid Area Assessment process by requesting key informants and the potential client

groups to name organisations involved with the particular agribusiness industries under consideration.

2. Establish relationships with relevant organisations that will assist this process. May include, depending on context:
   - relevant farmer's organisations/cooperatives;
   - LGUs and local/provincial DINAS and BPTP;
   - private sector input partners e.g. chemical, seed companies;
   - processors, traders, wholesalers or supermarket partners depending on the supply/value chain;
   - local banks and microfinance institutions;
   - university or other tertiary institutions;
   - NGO partners who may help facilitate activities of be part of the scaling out or up process;
   - these partners are likely to be relevant to a number of groups, but in the initial phase it is important to identify who they are likely to be.
3. Following discussions with the relevant partners revisit the diagram of the potential value/supply chains you are likely to be working with.

2.1.4 Assess issues in the enabling environment

The enabling environment includes the factors external to the target businesses or groups that affect how they and their private sector partners operate and their potential to develop. This is chain and area specific and should focus on mainly the meso, micro level, for example:

- Essential – infrastructure, land tenure and property rights.
- Important – financial services, RD&E services, standards and regulations.
- Useful – business linkages, business development services, ease of doing business.

Nothing sophisticated is required here, as mentioned in the RAA, just ask about some of these issues when discussing with potential partners and other stakeholders (including the farmers organisations).

2.1.5 Decision to proceed

Finally, review what you have found and decide on groups who you will proceed with and make a preliminary selection of products(s) or chains to be considered. Discuss your considerations with your potential partners to check if they are still interested. Finally, notify all involved about what has been decided.

2.2 Market, chain and product assessment

A key weakness of much extension activity is a failure to focus on the market as a key driver of any decision to change behaviour. Smallholder farmers often have very little understanding of what the consumers of their product prefer and what drives the supply and demand for their product – apart from their local market. In addition, they cannot compete in most markets as individuals because of their small quantities and will need to combine with others to access more lucrative markets. The importance of the issues discussed in this section is that they prepare the farmers (or chain actors) by showing them pathways for expanding their opportunities to make more money for their families.

2.2.1 Conduct a whole chain orientation exercise for the group

A first step could be to conduct an orientation exercise on the product chain with which the group is involved. Preferably, this should be from plate to paddock, but may just be from the processor, butcher, slaughter house, supermarket or wet market back to the farmers. Initially it could be a classroom exercise, but with the objective of them doing their own market research with at least a team from the group visiting the potential markets and retailers of their products. There is an opportunity here to use chain leaders and champion farmers to assist with this depending on context and funding. It is also important to involve both genders in this exercise if possible, so the activities will need to be at times that make this feasible.

Components of this process could include:

Seasonal production calendar

Start with a season production calendar for the product:

- What farm activities are involved with producing the product and when?
- Could split into gender groups to do this initially.
- Alongside it do a labour 'budget', who does what work and what is the role of household members – once again in gender groups.
- Bring back together and come up with a combined calendar of activities and roles.
- This is an opportunity to focus on what women do and begin a process of involving women.

Local Consensus Data process

The Local Consensus Data process (LCD) is a method for obtaining detailed information about a 'typical farm' in a particular locality. The process involves:

- Organising a small group of farmers from the locality and then facilitating a discussion about the practices, costs and returns of a 'typical farm' in the area. As the name implies, discussion is used to achieve a consensus about the 'typical farm' with the farmers from the locality.
- A 'typical farm' is not an 'average farm', but instead is a farm that represents the resources and production characteristics that most farmers in the particular locality have; in this sense it is the 'modal farm' rather than the 'average farm'.
- The objective of this approach is to develop a financial budget/actuals for typical farm or business for their group, made up of the income and costs of the various income generating activities the typical farm will include.
- The focus is on the three drivers of profitability – price, yield and costs – each of which is discussed in turn. Households are encouraged to do their own budget and compare with the 'typical farm' budget.

Relationship between markets and price

Most marketplaces determine prices based on supply and demand at any one time. Factors affecting supply include: weather, seasonality, access to inputs, transport and competition from other suppliers, while factors affecting demand are ultimately driven by consumer preferences, income, cultural events and perceptions of the economic environment. Supply and demand affects price, which in turn affects profit.

For the main commodities discuss:

- The supply chain and the important chain actors and roles;
- Issues such as logistics, payment terms and information about quantities and prices along the chain;
- The seasonal and longer-term cycles for prices and what factors affect price.

Relationship between production techniques, management and yield (production)

While price is important, yield is often the primary driver of profitability. Farmers need to discuss issues such as:

- Their yields vs other farmers yields vs potential yields;
- Their production techniques vs other farmers production techniques vs potential techniques under their conditions;
- Gender roles for particular elements of production and marketing.

It is also an opportunity to visit other sites of champion farmers or chain actors to look at alternative production, marketing or management techniques.

Relationship between costs and returns due to yield and quality

Undertake a discussion of the relationship between inputs, costs and returns due to yield and quality improvements including:

- Returns to inputs e.g. returns to weeding, returns to fertiliser, returns to feeding.
- The key input supply organisations they are involved with that affect their ability to produce their product profitably.
- Finally bring this all together and discuss relevant organisations that are important to their farming operation for this product.

2.2.2 Undertake a group needs identification process

If time and resources are available, it might be possible to undertake a comprehensive problem analysis leading to a list of potential solutions and an action plan. While a comprehensive analysis may not be possible in a F2F setting for the farmer/chain actor groups, it should be undertake at some level by the facilitation team. For the purposes of F2F activities, the important thing is to involve the groups in assessing and prioritising their needs, which in turn will provide motivation for the F2F activities. The focus in this section is on a simple process to identify and prioritise problems and for the group members to develop an understanding of the cause and effects for key problems.

Problem/issues generation

The needs or problem/issues generation can take many forms, but one approach is to:

- Construct a general question asking what factors or problems are constraining them from achieving their goals in growing, harvesting and marketing their product. Various forms of this question or questions need to be pretested with individuals and small groups before it is used.
- In small groups, get to brainstorm answers to the question. Since some participants may be illiterate have a helper on each table take one problem in turn from each person. The facilitator should get the person to formulate their problem in a couple of words and write it on a card.

- Have a brief discussion of the problems raised so that there is a shared understanding of what each problem covers and combine or split problems if appropriate.
- Identify which are internal that they can managed through their farming and household activities and which are external and beyond their abilities to manage. The latter may be passed up through the political or group partners to address.
- Prioritise the internal problems through a voting process. This can be done in gender groups or in combined groups. One approach is to get each to rank their top five with five being the highest ranking. Another is to give each person five (or more) dots and get them to put them on the cards they rank as the biggest problems. More than one dot can be put on a card. Alternatively you could get them to put 3, 2 or 1 dot per card with different coloured dots for the 3, 2 and 1.

Develop problem tree(s)

Once a list of focal problems is prioritised a problem tree or trees can be developed for the key problems. This is a facilitated process that involves:

- Put the key problems on cards and begin the process of forming a problem tree or trees that show the causes and effects of these problems.
- Begin by asking what are the immediate and direct effects or consequences of the problem and place them in parallel above the problem(s). The purpose here is to provide a motivation for action.
- Then ask what are the immediate and direct cause of the problem(s) and discuss how each leads to the problem. The purpose here is to identify the root cause of the problem so that they will be motivated to identify and implement solutions to the root causes.
- Now establish a chain of events between causes leading to the problem.
- This will not be a linear process and generate plenty of discussion, debate and even argument about how the factors are defined and arranged, so it is preferable if the cards can be moved, repositioned and rewritten.
- It is also relevant to discuss issues such as:
    - How well does this represent reality?
    - Which causes and effects are getting better or worse?
    - Which effects/consequences are of the greatest concern?
    - Which causes/effects are the easiest/most difficult to address?
    - What possible solutions or options are there to address the root causes and what impact will they have on consequences?

Solution generation

Begin a process of solution generation for each of the causes that farmers/chain actors can manage. This may require gathering further information through:

- Initial cross visits to lead farmers/chain actors becomes relevant e.g. visits to successful farms, groups or training villages from ACIAR and other projects.
- May decide to form a marketing group in which case, go through a process of developing a marketing group – this is possible but is an extension of the normal F2F process and not included in these guidelines.
- May decide to focus on production, in which case go through a process to form a F2F group focused on improving productivity.

3 Planning and Implementation of F2F Activities for First Season

Once problems, causes and possible solutions have been identified, the next step is to establish a firm footing for the operations of the F2F group during the first season. This involves orientating the group members and working with them to develop a plan of action. This is followed by implementation of the activities or interventions based on the groups' needs.

3.1 Group solidification

The first step in this process is to ensure the group members are all agreed on a plan of action and committed to proceed.

3.1.1 Orientation meeting for group members

The nature of the orientation meeting will depend on the outcomes of whether the groups wants to be involved in production issues only or wants to be involved in collaborative marketing of their product. Collaborative marketing involves additional facilitation and is not discussed in these guidelines.

Pre meeting activities

Meet with group executive to discuss:

- Who will be involved in process with emphasis on selecting group members who were actively involved in previous processes or have shown an active interest in being involved.
- Number of members. This may vary depending on what the group proposed to do, with a key criteria being that farmers must be able to be involved in discussions, so a large field day process will not be appropriate for most activities.

Conduct orientation meeting of group members

Conduct a meeting of group members to:

- Present findings from previous processes. This should mostly be done by group leaders with assistance of the facilitator where required.
- Obtain agreement that group wants to proceed.
- Conduct election of group leaders and officers if they don't exist already.
- Present outline of objectives and what is required of members. Can open this up to further generation of ideas, but will require effective facilitation.
- Discuss how group will work with their respective partners and stakeholders – who will do what.
- Could select subgroups to work on particular solution areas.

3.1.2 Group planning

The planning for a F2F group with a productivity focus will concentrate on adopting and adapting innovations that can improve the productivity along the chain so it may involve all actors along the chain from input supplies through to the focus market for the group. This activity could be combined with the previous orientation meeting to speed up the process and cut down the number of meetings, but may be done by a working group.

Develop a plan of activities for the season

The objective of this process is to develop a plan of activities for the next production season. It could be carried out by the group as a whole, but if the group is too large for such a process it could be delegated to a working group or working groups. Steps in this process could include:

1. Key people to involve in this process will depend on the problems and solutions developed in 2.2.2, but will include:
   - Executive and/or working group members of the F2F group;
   - Representatives of the key partners, including potential markets for the products; and
   - Key technical and extension specialists.
2. Plan of activities should begin with a review of what happened in the previous production cycle, making use of the information collected in the previous activities. This information could be present on the wall of the meeting place for people to view before the meeting:
   - Seasonal production calendar.
   - Actuals/budgets from the LCD process; ask people to bring along their own actuals/budgets if they have done them.
   - Supply chain for products and issues along the chain.
   - Simple diagrams of problems and causes/effect.
   - List of solutions to problems/causes.
3. Identify key areas for intervention based on solutions identified for problems/causes:
   - Discussions around interventions could be conducted in smaller subgroups organised around causes and solutions to particular productivity/management/marketing problems.
   - Each subgroup will need someone to facilitate the discussion and act as a recorder/reporter.
   - Subgroups could then report back to the main group with key interventions for their particular productivity/management solution.
   - The facilitator could then organise a discussion leading to a decision about which are the most important interventions to undertake. Preferably, this could occur through consensus, but if a few individuals are dominating the discussion, a voting process may be required.
   - Once the priorities are decided, the next issue is to decide what skills and resources are required for each of the interventions. This could be done in subgroups.
4. Develop a draft action plan of activities/interventions for the season:
   - Leaders of the group/subgroup will need to liaise with their partners to help with this planning and to develop suitable activities.
   - Identify who is responsible for particular aspects of each activity.
   - Identify what resources including finance are required and who will provide for each of the activities/interventions.
5. Depending on time available and how this process is organised, report to the group membership on the draft plan. This does not necessarily have to involve a meeting.

6. Finalise the action plan of activities for the season.

Develop a monitoring and evaluation process

- The working group and the lead partner should develop a monitoring and evaluation process for the activities and for the season's program.
- This requires establishing goals for each activity and criteria for monitoring and evaluation, e.g.:
    - # activities
    - attendance of activities including gender balance
    - satisfaction and suggestions for improvement for activities
    - Knowledge, attitudes, skills or aspirations (KASA) changes as a result of activities
    - behaviour changes
    - group performance, particularly the effect on profitability and productivity at the end of the season.
- The process should also consider whether the objectives and processes that are being followed are appropriate, i.e. are the approaches used consistent with the F2F philosophy and principles.

3.2 Delivery of activities and interventions

Those responsible for the delivery of each of the activities or interventions then develop, implement and evaluate them.

- Each activity must be organised using the principles, techniques and design principles outlined in 0. They need to acknowledge that adult learners:
    - are interested in practical points to assist with life;
    - expect it to be practical and valuable because it takes time and money;
    - are individualistic and vary in experience, points of view and needs;
    - have varying methods of learning;
    - have expectations coloured by their attitudes and experiences; and
    - learn through discussion with friends and neighbours.
- Overall, the activities need to be farmer oriented, in the main field based, relevant and participatory in nature, and make use of farmer experience and skills as much as possible.
- They should not be delivered by 'experts' alone or even mostly.
- Some activities should involve some 'farmer trials'.
- Flexibility needs to be built in so that the content and order of activities can be changed/adapted to meet seasonal issues that will arise.
- As a matter of good practice, the design, content and process for each activity should be evaluated before the activity occurs.

3.3 Evaluation of activities

A simple evaluation process should be developed, implemented and recorded for each of the activities. This does not need to be sophisticated, but it is important that key criteria are assessed and recorded. Criteria could include:

- attendance, including gender balance

- satisfaction and suggestions for improvement for the activity
- key things participants learned from the activity
- possible changes participants will make as a result of attending.

3.4 Review of program and performance

The program for each group and all F2F groups will need to be evaluated to assess progress, develop plans for follow-up and make improvements to the processes, management and delivery of activities and interventions.

Each group should be evaluated based on the plan and the criteria developed for each group. However, the results of these should be combined and contribute to an overall evaluation of the F2F program. The criteria for evaluation might include:

- Number of activities and cost;
- Total attendance at all activities, number of groups, total group membership and gender balance;
- Costs per person involved;
- Satisfaction with and suggestions for improvement for activities;
- KASA changes as a result;
- Behaviour changes resulting from program;
- Effects on productivity and profitability.

These results then feed into planning for next season's activities including recommendations about:

- Whether to continue with particular groups and if so how.
- What changes to make to the program and activities for new groups.
- How the F2F process is proceeding, whether it needs to be changed and if so how.
- How the process might be scaled out and up.

Another important issue is to identify farmers who have shown the ability to act as trainers for other farmers or even to train new organisational staff in practical farming techniques.

4 Plan and Conduct of F2F for Subsequent Seasons

There are two aspects to activities in subsequent seasons. Decisions about what to do with existing groups and decisions about scaling out to extra groups. This section discussed the former. If it is decided to continue with some existing groups, then each group should be led through a process to develop and implement a plan for the coming year.

4.1 Review of group and chain performance for previous season

A couple of key issues will need to be addressed. This could involve a simplified process from the first year using activities such as:

1. Discussion of what happened in the previous season using the seasonal production calendar.

2. Use an LCD process to develop actuals for the previous year and use this to discuss:
    - overall profitability and productivity for the season;
    - what happened in the market; and
    - the relationships between production and management techniques and yield, quality and profitability.

4.2 Revisit needs analysis

Once again, this is a cut down version of the first year's activities and could include:

- Discuss how the needs and capacities of group members have changed as a result of the past seasons activities.
- Revisit the focal problems/issues from the previous year and raise any new problems.
- Prioritise the problems.
- Revise the problem trees and compare with the previous year.
- Discuss and prioritise solutions: what worked from previous year and what new solutions might be desirable.

Depending on the nature of the group and its performance there may be a need to undertake capacity development to enhance member and leader capacities. This could include:

- technology and process training to deliver particular activities to farmers;
- group leadership and strengthening training; and
- business management training.

4.3 Plan for the next season

Components of the plan for the next season could include:

- Conduct elections for group leaders and officers.
- Review agreements and relationships with partners and approach new partners if necessary.
- Develop an action plan of activities/interventions and calendar
- Revise the M&E plan.

5 Look at Scaling Out and Scaling Up

The two aspects to scaling out and scaling up the benefits of F2F include: scaling out and scaling up the F2F process so that the process will reach more farmers directly; and scaling out and scaling up the production, management, gender, NRM and marketing technologies and principles developed through the F2F process. The target audience here is farmers who are not able to benefit from direct involvement with a F2F program, at least in the initial stages, but who could still benefit from the implementation of key technologies and principles.

5.1 Expanding the number of groups

If the first year's activities are successful with the existing groups there will be a demand from additional farmers to be involved with the existing groups. A decision will be required about whether to incorporate the farmers in the existing group or to create 'children' groups. A decision for each situation will need to be made by the lead organisation and the existing group on its merits. Depending on the capacities of farmers in the established groups, it may be possible to make use of lead farmers from them to mentor other groups. What is undesirable is for new group members to swamp the original members and thereby hold them back from moving to the next stage of productivity.

After the pilot year, there may be capacity in the lead organisation to expand its activities to additional groups. Furthermore, partners from the first year may be willing to manage extra groups or provide additional support so that extra groups can be begun in subsequent years. The new groups go through the process for establishing groups and partnerships outlined above – adapted for improvements or simplifications in processes and content made following the first season's activities.

In establishing new groups and in identifying partners a particular focus should be on finding partners who will be able to take over the role of lead organisation. A key criterion for selecting partners to become lead organisations is: are they comfortable with the philosophy and principles of the F2F process?

5.2 Capacity development

A key component of an expanded F2F program will be to develop institutional and human capacity to deliver the processes and technologies required for an expanded F2F program. This will require developing institutional and human capacity. Capacity development programs may be necessary for F2F program managers, F2F program facilitators, farmer facilitators and host farmers.

Each group will need to have an appropriate capacity development program developed for them based on their context, roles and the gap between their existing skills and those required for them to fulfil their role in the F2F program. A person with the skill running participatory curriculum development processes should facilitate this process and involve some of the prospective clients. The capacity development program should go through a continuous improvement process to

5.2.1 Topics for capacity development programs

Topics to include in this training could include:

- Conducting a successful F2F program;
- Processes and skills required to conduct successful adult learning activities, including planning and evaluation;
- Facilitating participatory workshops;
- Team building and group dynamics;
- Other techniques in the F2F toolbox (see 0);
- And, of course, appropriate technology training depending upon the industry, activities to be conducted and the roles and skills of the people involved.

5.2.2 Some principles for developing capacity development for farmer trainers

Farmer trainers must be willing to participate in the training and be willing and have the capacity to train and deliver their acquired technical knowledge to their peers. You can ask the village or farmer group to select the farmers who will act as host farmers for a demonstration or act as trainers. While this is desirable, it can be problematic if the leadership of the village or group are an elite that does not represent most farmers. In this case, the process will need to be managed and facilitated, but in any case criteria for the selection of suitable farmers should include:

- Are respected in the village;
- Are good farmers, who are successful and willing to try new ways;
- Enthusiastic and will want to host visits to his farm, discuss the his experiences and results with others from the village/group and from other villages/groups; and
- Fully understand what will be expected of them and are committed to it.

The training sessions will need to be run well-qualified trainers with experience in the techniques and process that form the curriculum. Following the training, the farmer trainers will need to be assisted in designing and delivering the training activities to other farmers by an experience mentor. The mentor will assess the performance of the farmer-trainers during these activities and depending on their progress and experience provide extra training and/or assistance or allow them to may act more independently in the future.

A continuous process of monitoring and improvement can be used to:

- Check whether information is passed on properly;
- Provide support when problems arise;
- Improve the quality of the training;
- Assess the need for further training and assistance.

5.3 Develop a communication strategy to scale out and scale up the technologies and principles

The successes of any program need to be communicated so that they don't just rely on normal diffusions processes, which the literature shows can be very slow in many communities. Rather than relying on a group process, this strategy relies on mass communication technologies. The nature of the communication strategy chosen will depend upon the lead organisation undertaking the F2F process. However, it should make extensive use of lead farmers to deliver the messages, as their views are more likely to be accepted by other farmers as being relevant than will the views of technical experts. The plan for a communication strategy could involve:

- Key messages;
- Key stakeholders;
- Target audiences: next users and end users;
- Objectives and assumptions and needs;
- Activities linked to messages, audiences and objectives;
- Program of activities; and
- Evaluation.

6 Exit/Graduation Phase

It is important for both the lead organisation and the groups to acknowledge when the intensive support for a group has ended and to acknowledge the achievements of all arising from the process. This process can be as simple or lengthy as time, resources and needs allow, but should follow an appropriate series of steps.

6.1 Review group maturity for graduation and exit of agency

The beginning of the process should involve an assessment of group maturity for graduation and exit of the agency. In other words has the lead organisation achieved its main goals with this group and have the farmers developed to the extent that they will continue with the innovations and improvements they have made after the organisation ceases working with them.

A simple process would be to conduct a workshop or meeting at the end of a season to assess the group's development and maturity to graduate. This could include a self-rating by farmers, facilitated by the lead organisation, on a series of criteria for capacity and development depending on the goals of the F2F group.

6.2 Strengthen links with supporting institutions

It can also be important to strengthen links of the F2F groups with other institutions that may continue to provide assistance in one form or another in to the future. Which these should be depends on context, type of group and maturity of the group, but could include:

- Research & extension agencies;
- Training agencies;
- Chain leaders and actors;
- Microfinance institutions;
- Other farmer groups.

6.3 Conduct final planning for life after intensive support

The F2F group should decide for itself if is motivated to continue with learning activities by organising them themselves and using the resources of supporting institutions. This process can be facilitated by the lead organisation or one of the partners who has decided to continue to support them in a less intensive way.

6.4 Conduct graduation

Finally, it can be important to formally acknowledge the achievement of all concerned through a formal graduation ceremony. This should be planned in a participatory manner by the group and their partners and acknowledge achievements of both the group members and their trainers, facilitators and the funders of the activities.

7 Post-Graduation/Post-Program Evaluation

If all concerned are to learn from the process, it is imperative that an evaluation is conducted some years after the program has been completed. This is an excellent opportunity to evaluate the benefits and costs of the program. Ideally it should be built into the overall planning of the F2F activities with a baseline study conducted before the program is commenced, but at the very least a post-project evaluation should be conducted. It could involve:

1. Sustainability assessment of groups
    - Check a sample of the participating groups 4-5 years after graduation.
    - Are the groups still operational?
    - If operating assess their maturity and what they are doing.
    - Analyse outcomes and impact for individuals and the groups.
2. Impact assessment of program at the end of the program and after 4-5 years
    - This could be combined with an assessment of the groups.
    - An outcome and impact evaluation of the program, including a benefit-cost analysis could be conducted at this stage.

Appendix 1. Techniques for Group Establishment

Conducting a Rapid Area Assessment for a F2F

The team will initially need to have an informed understanding of the area in which it is proposed to conduct the F2F activities. This is a preliminary investigation and later more detailed information will be obtained on these and other issues. Much of the information can be sourced from secondary information including government statistics, reports and development plans and direct observation. However, it is also useful to interview key informants or attend selected community meetings.

1. The first step is to establish the limits of the territory that you plan to involve in the particular F2F activities under consideration. You might do this by considering questions such as:
    - What area can we cover with our resources?
    - What is the coverage of our partner companies and institutions?
    - Are the targeted production, processing or marketing activities important to this area?
2. Natural resources including:
    - Topography: altitudes and slopes
    - Climate and rainfall patterns
    - Water resources and availability
    - Soils and their productivity
    - Vegetation and natural resource management
    - Crops and cropping seasons.
3. Infrastructure including:
    - Access to the area by road and their seasonal usability
    - Infrastructure coverage: electricity, mobile phone, water, irrigation, radio, television.
4. Relevant agribusiness business activities and services:
    - Consolidation, processing, packing, wholesale firms
    - Transport and logistics: frequency, cost, quality
    - Input supply firms relevant to the industries being considered, including extension services
    - Markets for produce
    - Credit services
    - Development assistance – government and non-government.
5. Community profile
    - Locations and populations
    - Land tenure structures
    - Ethnic and social groups
    - Age, literacy and education distributions by gender
    - Level of social organisation: farmer groups, cooperatives, community groups.
6. Enabling environment issues
    - Essential – infrastructure, land tenure and property rights
    - Important – financial services, RD&E services, standards and regulations

Appendix 2. Principles for Conduct of Learning Activities

Adult learning principles

- Ensure farmers are at ease
    - on-farm is preferred to school or formal settings
    - schedule breaks
    - show respect for them and build relationships
- Ensure farmer needs or problems addressed
    - farmers are interested in undertaking tasks and solving their problems
    - need practical solutions to real farm problems
    - establish clear goals
- Acknowledge and build on the experience
    - past experience is highly valued, but influences their expectations and responses
    - use problem-centred learning
    - wherever possible use another farmer to answer a question or provide a solution before yourself or an expert
- Use participatory activities
    - most prefer to learn from their friends and neighbours
    - allow time for social interaction – at beginning, during and at end
    - encourage discussion by splitting into groups of less than 7 wherever possible
- Involve participants in discussion and debate
    - right from the start use techniques to get them talking rather than listening to you
    - encourage constructive debate focused on the topic not individuals
    - use targeted questions, but don't put people on the spot
    - draw out their experiences, e.g. ask each person for an opinion on a new topic or technology
- Ensure participants feel a sense of achievement/progress
    - schedule breaks to increase attention and allow time to absorb the content
    - check continually that their needs are being met and that they understand
    - design for different learning styles (activist, reflector, pragmatist, theorist), points of view and needs

Techniques in the F2F toolbox

- Field, observational, experiential learning
- Farm walks
- Photos and videos of farmer's fields, demonstrations or talks
- Use of farmer experts
- Cross visits to other groups or champion farmers (see 0)
- Demonstrations/farmer experiments (see 0)
- Visits to markets or supermarkets, traders/wholesalers, processing factories
- Discussion groups
- Simulation games
- Participatory workshops with farmer speakers and facilitators

- Farmer-led field days (see 0)
- Stimulate all the senses: Visual, Audio, Kinisetic, Olfactory
- Publicise successes using newspapers and radio, highlighting the farmer views.

Design of learning activities

1. Identify purpose for activity
   - what are you trying to achieve?
   - preferably based on or with the group or their leaders
2. Identify target audience
   - what are their needs, level of experience and knowledge?
   - compare their present situation with a achievable future situation
   - who else will help meet the purpose?
3. Develop outcome-based objectives – SMART
   - what would a successful activity look like?
   - what KASA change is desirable and achievable?
   - what type of learning experience would you like them to have?
4. Check back that objectives will achieve purpose
5. Big ‘brainstorm’ of ideas for activity
   - which of the toolbox of techniques is best suited to addressing the purpose & objectives?
   - how can you incorporate the adult learning principles?
   - what will encourage them to attend?
6. Pre-activity tasks
   - resources required
   - promotion
   - general organisation
7. Post activity tasks
   - process evaluation
   - outcome evaluation
   - reflection on how can improve
8. Fine tune ideas into an activity sheet
   - title, purpose, target audience
   - objectives
   - pre-activity tasks
   - program for the activity
   - evaluation
9. Check back on process to achieve outcomes.

Appendix 3. Running Effective F2F Cross Visits

These notes are draw heavily on 'How to run Livestock and Fodder Cross Visits' by Stelling and Millar (2009).

What is a cross visit?

Stelling and Millar (2009, p. 2) define a cross visit as 'when you take farmers from one area to farmers in another area to learn about agricultural practices'. The key is that the focus is on learning from the farmers in the other area, not government or private sector extension people. It has been found to be an effective technique provided the F2F principles of learning from farmers, participation and adult learning are followed.

Selecting an appropriate cross visit

Cross visit must address farmer problems

Like any extension activity, a cross visit will work best if it is likely to provide information and experience that will help the visiting farmers address a problem or need that they have identified as important. It will only be seen as valuable if they are able to see the link between their problems and farms and the technique being demonstrated. However, this does not exclude using cross visits to create awareness of an innovation or management technique that they may not have considered, provided the link can be established. Additional considerations are:

- relevant and attractive
- simple
- affordable
- observable
- preferably has multiple benefits.

Selecting suitable host villages and farmers

The host village and farmers must be able and willing to show the visiting farmers something that is relevant and has observable outcomes. Additional factors to consider are:

- similar context in the host village and farms: similar enterprises and scale, soils/climate, preferably few language barriers
- host farmers who are able to act as effective demonstrators
- not too far away, as this will influence cost and time spent observing and talking to the host farmers.

Visit the potential host villages and farmers and discuss:

- the objectives of the cross visit
- whether they are willing to participate
- what will be involved
- how many will be coming
- when they are expected to come.

Offer to pay them for their time (at local wage rates) and also that a member of staff will help them prepare for the visit.

Preparing for a cross visit

Selecting which farmers to attend

Which farmers will be invited to attend will need to be part of an ongoing discussion with the villages/groups under consideration, but the villages/groups chosen must have identified a problem or need that the cross visit will help solve.

Within each village/group possible criteria to use in selecting the participants include:

- Those who do the work or make the decisions about management of the enterprise
- Active members of a farmer organisation
- Be able to report the results back to the village level
- Be able to facilitate a practical demonstration or farmer field school
- Establish a quota for participating women
- Preferably no more than about 15 farmers, with two or three from each village.

Staff planning meeting

Organise a meeting of the relevant participating organisations to plan the activity. Who to invite to the meeting is context dependent, but preferably not more than five people, possibly from organisations working in the visiting villages and the host villages. Planning should include:

- Finalise the purpose and key learning objectives
- Discuss the cultural and contextual situations in the visiting and host villages and how to overcome them e.g. ethnic differences, language, literacy levels
- Pick a time and approach that will maximise attendance and learning opportunities
- Plan what activities to conduct at each site
- Draw up a list of resources & where & how to source, e.g.:
    - transport
    - water/food
    - camera/video/recorder
    - paper/pencils markers
    - requirements for host farmers to conduct the demonstrations.
- Develop a budget, including costs of resources and employing the host farmers
- Plan the debriefing/visitor feedback session
- Assign roles, responsibilities and deadlines to staff and organisations including who will mentor/assist the host farmers.

Plan each cross visit site

The person assigned to each host farmer must facilitate the planning of activities/demonstrations to be conducted on the host farm. This will include:

- Discuss with the host farmer (or possibly the host group) about what they are doing that will be relevant to the visiting farmers.
- Decide on the plan for the day with the emphasis on visual and hands-on activities not talk. Remember the host farmer(s) are the ‘experts’, not the extension professionals whose role is only to support, not do.
- Design the learning activity. See the guidelines on ‘Design of learning activities’.

- Keep it simple and allow plenty of time for discussions and for farmers to get hands-on experience.

Work with the visiting village heads and farmer groups

It is important that the visit has the support of the village heads, farmer group leaders and the farmer group members. Endeavour to identify with them who will be best suited to attending and report to the village/group. It is important that the elite do not dominate this process to the detriment of the smaller, poorer and women farmers. This may take some negotiation.

Before they go ask the visiting farmers to prepare questions for the host farmers:

- What do they need to know in order to be able to improve?
- What do others in the village/group want to know?
- What are the main problems with the technique/innovation and how can they be overcome?

Plan the village/group feedback sessions before the visit. They should be held as soon as possible after returning from the cross visit.

Develop a program for the day

This could include time for:

- Travel
- Conducting each cross visit activity
- Have rest breaks, toilet stops and meals
- Brief debrief after each visit
- Things to go wrong or take longer than expected
- Conduct the end of visit debriefing.

Avoid trying to do too much. Focus on the key learning objectives and keep it simple.

Things to do on the day

1. Go to each site.
2. Introduce the host farmers and the objective of each visit, but also allow the host farmer to introduce themselves. Ask each visitor to introduce themselves.
3. Host farmer to explain and demonstrate their technique or innovation.
4. Keep the group together and facilitate the asking of questions and discussion. Encourage them to:
   - ask questions,
   - talk about their own experiences, and
   - identify what they need to know if they were to adopt on their farms.
5. Allow farmers time to wander around and discuss in small groups at each site.
6. Provide a final opportunity for questions and discussion.
7. Take photos/videos of the sessions for use at the village feedback sessions
8. Thank the farmer and give payment
9. Conduct and end of visit debriefing including:
   - insights and learnings summarised,
   - anything they did not understand,

- what they plan to do differently when they get home,
- how best to present the insights/learnings & results in the feedback session when they return home, and
- improving each cross visit – what were the good points and weak points of the visit.

Plan the feedback session for other members of the village/group

While an initial plan for a feedback session in each village/group should have been planned, this will need to be finalised following the cross visits. An extension advisor may need to assist each of the visiting farmers to conduct this session. A program will need to be drawn up for each of these, the farmer assisted with his presentation and resources obtained for its conduct, including photographs and audio-visual materials.

Design the feedback session with the farmer. See the guidelines on 'Design of learning activities'. Don't forget to include a simple evaluation.

Evaluating and reporting on cross visits

Evaluation is important for:

- Public relations and continuing support of funders and managers
- Providing satisfaction
- Improving and learning so that the next activity will be better still.

The organisational staff should reflect on the running of the cross visits and the subsequent feedback sessions. This may involve a short meeting to discuss:

- What worked well
- What didn't and how could it be improved
- What additional improvements could be made
- What changes have farmers made as a result and what have been the results of these changes.

Someone should be delegated to write a report of the cross visits including:

- Objectives of the cross visits
- Program of activities for cross visits and feedback sessions, including costs
- Number and gender of participants
- Number and gender of participants in feedback sessions
- Farmer feedback on activities
- Main outcomes arising from the cross visits.

Make sure there is a ½ page summary at the beginning of the report and send it to the appropriate managers and funders.

Appendix 4. Conducting Effective F2F Demonstrations

Demonstrations will form an important part of cross visits and other F2F activities. They come in two main forms: Methods demonstrations and Results demonstrations. This appendix provides some basic guidelines for both.

Method demonstrations

A method demonstration teaches people how to do something. It may be how to prune a mango tree, how to use a knapsack sprayer, how to construct a livestock shed, or how to treat livestock for worms. This is normally a hands-on demonstration to teach a skill.

Farmer-led demonstrations have a number of advantages:

- Provide an opportunity for farmers to see, hear, discuss and try a new skill that will provide them with the confidence to use this skill on their own farm.
- Farmer leaders in villages and groups can become skilled demonstrators and will have the advantage of being more likely to have their recommendations adopted by farmers.
- Increases the opportunities for scaling out to farmers who have limited or no contact with extension officers.

Training in method demonstrations can form part of the Train the Trainers program for a F2F program for both extension agents and host or champion farmers. It is a good principle to mentor inexperienced extension agents or farmers in their initial demonstrations.

As with any extension activity, an effective method demonstration should be relevant to the perceived needs of farmers and based on accurate and up-to-date. It is also important to present the **Why** of a process as well as the **How**.

In planning a methods demonstration, don't forget the adult learning principles and the steps involved with designing a learning activity outlined in 0. One method for planning a demonstration is to divide it into three parts: Introduction, Body and Summary.

Planning the demonstration

Introduction

Steps to introducing a demonstration can include:

1. Greet your audience and introduce yourself.
2. Tell them what you are going to demonstrate. It is not a bad idea to ask them how many of them have experience with what you are going to demonstrate as they can also help provide additional insights and it may encourage them to participate.
3. Discuss the reasons why this technique is important and the advantages it will provide.

Demonstrate the technique

Next is to show and tell the audience the topic or skill you will be demonstrating. To plan this consider:

1. List the steps in the order you plan to do them.
2. Decide how you are going to do each step, including what you will need to it.

3. List the supplies, equipment and visual aids you will need to do the demonstration. Think about how you will arrange them.
4. Decide what you are going to say when undertaking each step.
5. Think about how your audience will have an opportunity to see the demonstration and ask questions.
6. Summarise the main points of the demonstration and handout any literature or videos to support the demonstration.
7. Ask if there are any points or steps that require clarification.

Provide an opportunity for the audience to undertake the skill

Provide an opportunity for as many members as possible to undertake the skill. Ask who would like to try it themselves and assist them. The more experienced members of your audience might be able to demonstrate to others and help others.

Conclude

1. Briefly summarise the key Why and How points.
2. Provide an opportunity for any further questions or discussions.
3. Conduct a simple evaluation of the session.

Additional issues

Selecting equipment

Source sufficient equipment that is properly maintained and in good working order. Always try to have the actual equipment, chemical and/or animals in the demonstration. While models can be used, this should only be a second choice.

Audio-visual equipment

Videos, posters and charts can help create interest and improve understanding. They can help with:

- Providing an enlarged view of detail or something that the audience will not be able to see clearly,
- Summarising key steps or important information.

To be effective the audio-visuals should be neat, well designed, readable and illustrate key ideas.

Practice

The presenter needs to be able to demonstrate each step skilfully, so they should practice so you can. They don’t need to memorise everything they intend to say, but can use cards or other means to prompt you with the key points.

Try out different approaches for showing each step and arranging the equipment, preferably to a knowledgeable audience who can provide feedback on performance.

They should practice speaking directly to the audience in a distinct, clear and measured voice and try not to speak too quickly.

Results demonstrations

A results demonstration is designed to show by example that a new approach can work under local farmer conditions, e.g. a new variety, new approach to pest control, or a new management approach. Its objective is to show what happens after a practice is adopted. Normally this will occur after the idea has been introduced in other ways, e.g. through the media or through a meeting. To be most effective farmers in a village or group must have identified that they want to try out the new idea and be involved in its design and implementation. They will want to ask questions such as: ‘How does it work?’, ‘Will it be a good idea for me?’.

The advantages of a Results demonstration in which farmers are involved in designing and implementing include:

- Differences between their existing and new alternatives will be observed by them under their own conditions.
- They can discuss the benefits and costs of the new approach with their friends and neighbours that provides a support network for them if they decide to change to the new approach.

Gaining farmer involvement

F2F approaches rely for their success on active farmer involvement in all processes. Farmers are not interested in what others say about a new approach unless they feel it is appropriate for their conditions. Consequently, they are more likely to adopt a new approach if they believe addresses a need they have identified and if they see that it will work for them under their conditions and that they are able to do it. They need to be able to try out the new approach on a small scale or to observe a trial conducted by a respected farmer in their village or group. This is especially important if the new approach involves spending money they may not have or involve a risk to their families’ supply of food.

Guidelines to follow depend a little on context but should include:

- Ask the village or farmer group to select the farmer who will be the host the demonstration. While this is desirable, it can be problematic if the leadership of the village or group are an elite that does not represent most farmers. In this case, the process will need to be managed and facilitated, but in any case criteria for the selection of a suitable farmer should include:
    - farmer is respected in the village
    - person is a good farmer, who is successful and willing to try new ways
    - farm is typical of farms in the village or group
    - farmer is enthusiastic about the demonstration and will want to host visits to his farms and discuss the results with others from the village/group and from other villages/groups.
- Be sure the host farmer fully understands the purpose and procedures for establishing a Results demonstration.
- Involve the host farmer and the village/group leaders in the development of the design and implementation of the demonstration. This does not mean that the extension organisation should decide on what is to be demonstrated and then get agreement from the farmers as this approach has a high chance of failure.

Planning a Results demonstration

The elements to planning a results demonstration include: Establishing a clear purpose with the farmers, Developing a demonstration plan, Developing a demonstration activity.

Establishing a clear purpose

A clear statement of purpose is a critical element to success. What is it that the farmers want to find out from the demonstration or trial? Preferably, this should be relatively simple as the purpose is not to conduct a trial that will produce statistically significant results, but rather that farmers will be able to establish a clear advantage for the new approach over the existing approach.

Develop a clear demonstration plan

The demonstration plan should show exactly how the demonstration will be carried out and should describe:

- What it will show.
- How large it will be.
- What materials will be required?
- How the results of the demonstration will be measured or shown.

The demonstration plan could include the following information:

- Village/Group name.
- Host farmers name and address.
- Type of demonstration and objectives.
- Location in village, plot area, present land use, farmer cropping/livestock plans.
- Description of the measure and practices to be demonstrated.
- Sketch map of the demonstration site showing the details of the demonstration activities.
- Sketches of recommendations on measures and practices.

Develop a demonstration activity

Since the purpose of a Results demonstration is to demonstrate the outcomes of the demonstration, an activity or activities should be planned so that this will be achieved. Each procedure or treatment must be explained so that the role of each procedure or treatment will be understood by the farmers. This activity is just as important as a clear demonstration. Don't forget the adult learning principles and the steps involved with designing a learning activity outlined in 0.

Consider the following points in planning the demonstration activity with the host farmer and the village/farmer group or leaders:

- What meetings will be held at the demonstration site, who will be invited and when they will be held.
- The information to be presented and how and who will present the information.
- What help and resources may be needed.
- What will be the steps in the demonstration activity.
- How the meetings will be publicised.

Other points to consider at the time of the demonstration:

1. It must be clear to the audience what they will see and why it is important for them.

2. Each step in the demonstration must be explained. Make use of questions to and from the audience to be certain they understand what is being shown.
3. Make sure as many of the audience are involved as possible, so they can obtain the maximum learning opportunities.
4. Make sure the importance of the practice, the steps they should take and where they can obtain needed suppliers and information is emphasised.
5. Allow time for feedback and discussion.
6. Conduct a simple evaluation.

Appendix 5. Planning Effective F2F Field Days

The purpose of these guidelines is to provide a process to achieve the purpose and outcomes of F2F field days, Expos and similar activities that:

- Ensures consideration of the widest range of ideas, tools & processes before finalising the activity.
- Ensures incorporation of principles of adult learning and good communication in process design.

The design of these guidelines draws heavily on the steps and principles in Crisp and Holt (2002 a,b).

Steps in planning a F2F field day

1. Gather background
2. Identify stakeholders
3. Develop purpose & objectives for F2F field day
4. Relevance check
5. What activities will achieve objectives
6. Develop a plan for field day activities
7. Check back on process to achieve outcomes
8. Pre-field day tasks
9. Evaluation of field day
10. Finalise field day plan
11. Post-field day tasks

Principles for effective F2F field days

Some key principles for effective F2F field days are:

- The purpose matches the needs of the target audience.
- Farmers have a key role in communicating the key messages.
- Farmer to farmer discussion and questions to presenters are a key feature:
    - discussion and questions are encouraged,
    - there is plenty of time for two-way communication.
    - groups are small enough (< 20) so that questions and discussion is possible.
- Activities conducted during the field day and the objectives/outcomes for the field day are consistent.
- There is a process of continuous improvement: present/conduct > evaluate > reflect > improve.

Step 1. Gathering background

Gathering information about the reasons and background for the field day is necessary to start the process of planning. This could include:

- What are the farmer needs, problems or issues that the field day intends to address?
- Why a field day and not some other activity?
- What is already in place?

- What are the goals for the field day?
- What existing plans or evaluations are in place for this or previous field days?

Step 2: Identify stakeholders

Identify all stakeholders or stakeholder groups who might be involved with the field day and could influence the planning of factors including objectives, activities, or location. Some stakeholders will be more important than others, but they could include:

- Planning team for the field day, including farmer representatives;
- Funders of the field day and potential advertisers;
- Technical specialists who could contribute;
- Farmer presenters who could contribute;
- Industry and community partners;
- Target audience for the activity.

It is particularly important to have a clear view of the target audience and how they will be selected or contacted. What are their needs, interests and levels of experience or knowledge? Establish some criteria for whom you would like to attend, e.g.:

- Farm size, location and enterprises;
- Level of innovativeness and knowledge or skill;
- Number;
- Quota for women.

The planning team will also need to begin the process of thinking about who will be responsible for attracting them to the field day and how.

Step 3. Identify purpose & objectives for the field day

What is the broad purpose of the field day?

The broad purpose of the field day answers questions such as:

- Why are we having the field day?
- What are we trying to achieve?

Examples of purpose might be:

- For farmers to become aware of the advantages of an improved variety.
- For farmers to learn the advantages of and techniques for pruning their mangos.
- For farmers to learn how to improve feeding of cattle.

Develop outcome-based objectives

A well written outcome based objective will:

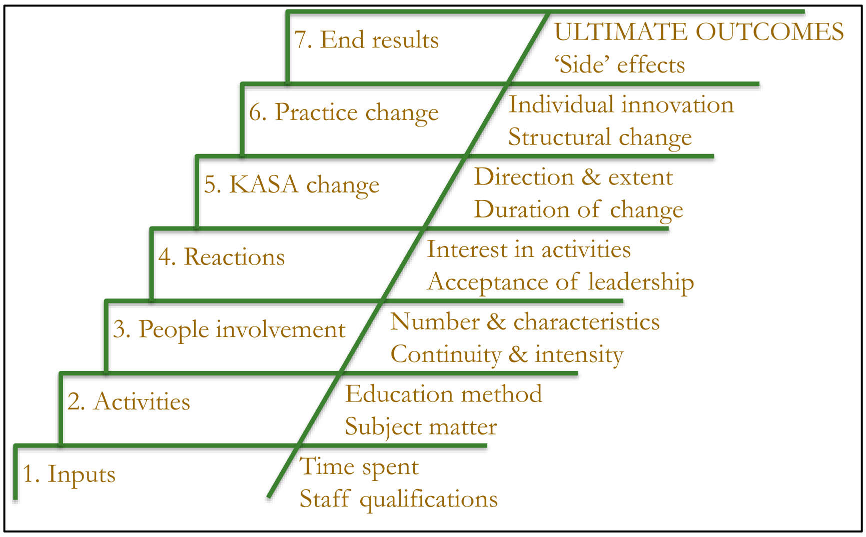
- Identify a specific audience.
- Identify an end state or outcome for that audience.
- Include a measurable component.

They will answer questions such as:

- What would a successful field day look like?

- What knowledge, information or skills would we like participants to take away?
- What kind of learning experience would we like participants to have?

Objectives can focus on various levels of the chain of events required to achieve the ultimate outcome of an extension program of which the field day will be a part. One categorisation of this chain of events is Bennett's hierarchy of objectives (Bennett 1979) – see Figure 3 below. Bennett's hierarchy has seven levels from inputs through to end results. However, the objectives for a single field day would probably focus on levels 3 to perhaps 6 of the hierarchy, with the key focus being on level 5, the KASA change level. KASA stands for Knowledge, Attitudes, Skills and Aspirations.



Source: Bennett (1979)

Figure 3. Bennett's hierarchy of objectives

Examples of objectives for a field day

Examples of objectives for a field day at various levels of Bennett's hierarchy could include:

- Reactions: For 90% of farmers attending to rate the field day as relevant, easy to understand, presenting information adaptable to their farms and enjoyable.
- KASA:
  - For 80% of farmers to be able to list the key steps in the recommended pruning technique (knowledge)
  - For 70% of farmers to be able to prune their mangos in the recommended way (skill)
  - For 60% of farmers to have committed to prune their mangos in the recommended way next season (attitude)
  - For 60% of farmers to believe they can increase their mango income by 30% or more over the next 5 years (aspirational).
- Practice: For 200 farmers in target villages to have pruned their mangos in the recommended way by 2016. The field day may contribute to the achievement of this objective, but it is likely other factors or activities will also do so.
- End Results/Outcomes: Increased per tree income in target villages by 30% by 2017. This objective could be the project objective, with the field day being just one of the activities conducted as part of a project aimed at achieving this objective.

Step 4. Check for relevance

It is important at this stage to reflect on whether the proposed outcomes will achieve the purpose of the field day. It will also be important to reflect on whether the field day will address farmers' problems:

- Have farmers identified this as a need?
- Can a link be established to farmer's needs?

Also, will the target audience find it:

- Relevant and attractive?
- Include innovations that are affordable and observable?
- Has multiple benefits?

What assumptions underpin the success of the field day? e.g.:

- Is the proposed site appropriate for the objectives?
- Does the proposed team have the technical and communication skills required?

Step 5. What activities will achieve the objectives?

Now decide what activities will be undertaken at the field day – an activity includes any extension activity, process, tool, medium or idea for changing participant's knowledge, attitude, skill or aspiration. The can include results and methods demonstrations such as those discussed in 0. It's not a bad idea to have a brainstorm for which activities will achieve the objectives. Remember also to include adult learning principles (see 0).

Match the list of activities with the objectives, particularly the KASA objectives and assess the activities, processes, media and ideas. Consider:

- Are there any obvious groupings?
- Which objectives are more important?
- What resources of time, money, people are required for the activities?
- What skills or knowledge are required to deliver the activities?
- Do we have the skills or knowledge, or can we acquire them?
- Given this, how easy will it be to deliver the activity?

Prioritise the activities, processes, media and ideas, perhaps using a table such as below.

Activity	Objective	Importance	Ease of delivery
Activity 1			
Activity 2			
Activity 3			
Activity 4			

Step 6: Develop a plan for field day activities

Plan of activities

Next, develop a draft plan for the activities. Focus on the mix of ideas, tools and processes that will deliver the purpose of the field day. Consider the following questions:

- Which activities will best deliver the purpose and objective?

- Why is each chosen?
- How will they deliver the objectives to particular target audiences?
- What exactly will the activity involve?
- Who will conduct?
- Which farmers will act as speakers/demonstrators?
- How long will it take?
- What order for the activities?

Summarise the plan in an activity sheet (see example below) that matches activities with objectives, briefly describes what each activity involves, who will conduct it, how long it will take and in what order. Some activities may be conducted more than once and concurrently to keep number per activity small.

Draft plan of activities

Activity	Objective	Description	Who	Time	Order
Activity 1					
Activity 2					
Activity 3					
Activity 4					

Resources for the activities

Now work out what resources are required for each activity, where the resources will be sourced, what they will cost and who will make enquiries about obtaining them.

Step 7: Check back on process to achieve outcomes

Before finalising the activities to be included in the field day, it is a good idea to check for congruency between the planned activities and the desired outcomes. You may have to adjust the activities or the objectives or both. Consider these questions:

- Will the activities achieve all the objectives?
- How well will activities achieve KASA change?
- How well will the process achieve behaviour change outcomes and impacts?

Step 8: Pre-field day tasks

Now that the draft plan has been developed, it is time to begin to plan the detail of what needs to occur before the field day.

Promotion

Plan how to promote the field day to the target audience and to other important stakeholders. Key questions include:

- How? What media? When? and Who?
- What will be the hooks to attract participants and media? A hook is something special or different that will get people/media to attend or promote the day?

Planning each activity

A plan must be developed for each activity by the people responsible for delivering the activity. The plan could include: objectives, resources, instructors, content/process, and time for each section. See processes for Methods/Results demonstrations in 0.

Organise a practice session

Before the actual day, organise a dress rehearsal or practice session for the field day of all activities. Plan when and where, who will evaluate presentations/demonstrations and provide time for feedback and review.

General organisation

There is a whole lot of general organisation for a field day, which could include organising:

- Speakers and other people,
- Venue, site, permissions, transport, tents, chairs,
- Site map and program,
- Water/food,
- Camera/video/paper/pencils/markers,
- Information, handouts, posters,
- Demonstration requirements and resources, and
- Insurance.

Step 9: Evaluation of the field day

Designing effective evaluations is a skill in itself. This section provides some simple guiding processes for designing an evaluation of a field day. An evaluation involves linking the questions in the objectives, with data to assess these questions and the methods used to collect the data. The table below provides examples of these links. Note that these questions assess reactions, attitude change and reasons for the attitude change and reactions.

Linking objectives, data and methods

Question →	Data →	Method
How enjoyable	Participant ratings	Dartboard/survey
Change in attitude	Participant ratings	Dartboard/survey
Why/why not	Participant comments	Survey comments
Effective presentation	Presentation criteria	Someone to judge

Begin by looking at the objectives and deciding what key questions the evaluation will answer. Then decide which are the 'must knows' rather than the 'nice to knows'. Bennet's hierarchy of objectives is one place to start. What we would like to collect is 'hard' data by measuring actual changes in knowledge or skill, but this is generally not possible for most participants because it would require lengthy and perhaps annoying (to the participants) testing. Therefore, we may have to collect 'soft' data, e.g. participants rating of their change in knowledge or skill.

What you are trying to do is assess what was achieved, why it was achieved, why it may not have achieved all that was desired, and consequently how it will be improved next time. Consequently, there a two main parts of a field day evaluation: (1) What was the outcome? (2) How effective were the processes designed to achieve the outcomes?

Outcome evaluation

The outcome evaluation is mainly designed to assess what changes in KASA and behaviour were achieved as a result of the field day. It will focus on questions such as:

- What KASA changes occurred and consequently what changes in behaviour occurred?
- How was the activity rated?
- Did participants increase knowledge as targeted?
- Did participants improve targeted performance in skills?
- Did participants change their practices and why?

Then decide what data will be collected to answer the outcome questions e.g.

- For 60% of farmers to have committed to prune their mangos in the recommended way next season (an attitude objective), we might ask them to rate the likelihood of undertaking this change next season.
- For 80% of farmers to be able to list the key steps in the recommended pruning technique (a knowledge objective), we might ask them to list the key advantages But this could be embarrassing in public, so we might ask them again to rate their knowledge of the key steps in pruning.

There is a range of techniques for collecting the data to measure outcomes, but we have to keep in mind time, literacy, annoyance and difficulty of measurement constraints.

Process evaluation

The function of process evaluation is to evaluate the processes of a field day, rather than the outcomes, with the aim of explaining why the level of outcomes was achieved and how the next field day could be improved to increase the level of outcomes achieved. It focuses on the program activities and the delivery of the activities. Questions to focus the process evaluation could include:

- How well was each activity delivered?
- How well did the activities work?
- Was the targeted content or materials used?
- Did the participants react as planned?
- Do these findings match the participant evaluations of the field day/activities?
- What promotional activities failed or worked?

The objective is to assess:

- What elements of the day went well and why?
- What elements of the day did not go well and why?
- How could we improve the processes for the next field day?

Data and methods to answer the process evaluation questions could include:

- Organisation of day: comments of an expert and reflections of organisers and presenters.
- Presentation delivery: a communications expert to assess using presentation criteria.
- Effectiveness of promotional activities: number attending in various categories versus targets and/or comments from a communications expert.

Step 10. Finalise field day plan

Finally, a meeting of all the relevant organisations involved should be held to finalise the plan for the field day. Possible topics could include:

- Agree on title for field day;
- Finalise the purpose and key learning objectives;
- Discuss cultural, contextual situations & how to overcome;
- Finalise promotion process to maximise attendance;
- Finalise activities that you conduct to maximise learning;
- Finalise pre-field day tasks.

Issues to cover in finalising the field-day plan could include:

- Finalise program for day;
- Finalise list of resources and where and how to source;
- Develop budget;
- Plan the feedback/evaluation session;
- Assign roles, responsibilities and deadlines to staff and organisations including who will mentor/assist the farmer presenters.

Step 11. Post-field day tasks

After the field day it is important to ensure the momentum is not lost. This involves promoting the achievements of the field day communicating the outcomes to relevant stakeholders and to future organisers.

Post-field day promotion

You could consider:

- What will be the key messages about outcomes and achievements to key stakeholders?
- How can the achievements could be promoted to the key stakeholders?
- Who should receive photos or other material for promotion?
- Who to thank for their contribution to its success?

Follow-up, reflection and reporting

Don’t forget to organise a time for follow-up, reflection and reporting on the evaluation. Promote a process of continuous improvement: present/conduct > evaluate > reflect > improve.

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